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ABSTRACT

ERIC abstracts on the impact of racial issues on educational administration are compiled that were announced in RIE through November 1969. The key terms used in compiling this collection are "racial integration," "school integration," "integration methods," "integration plans," "racial balance," and "racially balanced schools." The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and abstract. A subject index is cross-referenced with the document listing. (MK)

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ERIC Abstracts on:

Impact of Racial Issues on Educational Administration

EA 002 818

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ERIC ABSTRACTS:

A Collection of ERIC Document Resumes on

IMPACT OF RACIAL ISSUES ON EDUCATIONAL ADMINISTRATION

Compiled by

the

ERIC Clearinghouse on
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University of Oregon
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January 1970

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PREFACE

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Philip K. Piele
Director

INTRODUCTION

Since the beginning of ERIC in 1966, more than 20,000 documents have been announced in ERIC's monthly catalog, Research in Education (RIE). Of this total, about 1,200 documents have been processed by this Clearinghouse. So extensive is this growing collection of documents that we thought it would be useful to compile separate lists of ERIC documents on a number of critical topics in educational administration. Published separately, these selected lists of documents comprise the ERIC Abstracts series.

To compile each list, a search is made of the RIE indexes, using key terms that define the topic being searched. The terms used to compile this collection of documents on the impact of racial issues on educational administration are INTEGRATION METHODS, INTEGRATION PLANS, RACIAL BALANCE, RACIAL INTEGRATION, RACIALLY BALANCED SCHOOLS, and SCHOOL INTEGRATION. Relevance to the topic is the only criterion for listing a document. The listing is complete for all issues of RIE through November 1969. Not all of the listed documents were processed by this Clearinghouse.

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1. American Association of School Administrators. School racial policy. Washington, D.C.: American Association of School Administrators, 1966. 42p. ED 023 709 MF $0.25 HC not available from EDRS. (Available from American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C., for $2.00.)

   A group of school administrators was appointed in 1963 to develop principles and guidelines for effective achievement of school integration. This document focuses on identifying problems of school desegregation, noting the methods being used, and indicating the necessary preconditions within public education for meeting the challenge. Contained are chapters on problems of organization and support for education, various integration methods and compensatory programs, and the steps that every school district can undertake. It is noted that a national commitment to equal opportunity must involve all the other governmental bodies and civic and welfare organizations in addition to school systems.

2. Barry, Franklyn S. The Syracuse campus school plan. Paper presented at the National Conference on Equal Educational Opportunity in America's Cities, sponsored by the U.S. Commission on Civil Rights--Washington, D.C., November 16-18, 1967. 18p. ED 015 979 MF $0.25 HC $1.00.

   The campus school plan for an educational park in Syracuse, New York, was conceived when the Board of Education was faced with the need to replace eight outmoded elementary schools. The park would be built on a site on the periphery of the city, to which students would be transported by bus. The first campus would establish four pairs of elementary schools which would share certain common facilities, all specialized staff, and major facilities offered by a central core. Each "satellite" school would be designed for flexible use of space. With consolidated attendance at the campus school, which would replace the neighborhood schools, class size would be better controlled and ancillary services made more widely available. Most important, however, would be the opportunities for improved instruction--team teaching, greater availability of the services of area specialists, individualized pupil progress, and use of educational technology. Educational equality would be assured because the satellites would be identical and would have a racial balance proportionate to the citywide average at each grade level. The campus plan would permit an individual continuous progress curriculum and would offer the special education pupil a chance to participate in campus life. The concept is economically feasible because 25 percent more pupils can be served at a slightly higher cost than the cost of the needed replacements for the eight schools.

3. Bash, James H., and Morris, Thomas J. Practices and patterns of faculty desegregation, a guidebook. Bloomington, Indiana: Phi Delta Kappa, 1967. 28p. ED 020 277 MF $0.25 HC $1.50. (Also available from Phi Delta Kappa, Eighth and Union, Bloomington, Indiana 47401, for $0.50.)

   Addressed primarily to school administrators, this booklet is based on research and the experience of Southern school superintendents in instituting faculty desegregation. Existing practices as well as a number of specific suggestions are outlined. There is also an annotated selected bibliography.

4. Beker, Jerome. Another look at race and education. 8p. ED 023 753 MF $0.25 HC $0.50.

   This National Conference on Race and Education focused on equal educational opportunities and stressed action rather than research or theoretical discussion. The 600 conference participants included educational administrators, school board members, civil rights leaders, government officials, university scholars, high school students, parents, and representatives of private enterprise. The two most critical elements of the conference related to program strategies and the increasing polarization between conservatives and those who reject gradual solutions. Several comprehensive programs were suggested for achieving desegregation in large urban communities: political alliances, positive programs for social change, changed attitudes and renewed commitment of public school leaders and increased local pressure. However, State power and Federal aid were denoted as the most positive steps toward equality of educational opportunity.

5. Berkeley Unified School District. Integrated quality education, a study of educational parks and other alternatives for urban needs. California: Berkeley Unified School District, July 1968. 84p. ED 024 127 MF $0.50 HC $4.30.

   This report, funded under Title III of ESEA, describes the Berkeley Unified School District's search for a permanent solution to the problem of maintaining racial heterogeneity along with educational quality. Of the alternatives available, the educational park concept was found to be most promising. Early sections of the report deal exclusively with the planning processes relating to the dissolution of elementary school segregation in Berkeley. The remaining portions describe the long-range planning of an educational park complex and a prototype model of a middle school, grades 4-8, as part of that complex. Costs associated with the various innovations are carefully analyzed.

6. Berkeley Unified School District. Integration of the Berkeley elementary schools: A report to the superintendent. California: Berkeley Unified School District, September 1967. 70p. ED 026 438 MF $0.50 HC $3.60.

This report, prepared for the superintendent of schools in Berkeley, presents the proposals for and methods of achieving total quality integrated education throughout the school system. The document traces the development of the thrust toward school desegregation in the city. Various proposals and plans are suggested and the recommendations of the task force which prepared the report are presented. There is also a section on special projects. The integration plans and the improved educational program are to be fully operative in September 1968.

7. Buchmiller, A.A., and Teitel, Martin. A working paper on problems of racial imbalance in schools. May 1966. 24p. ED 016 696 MF $0.25 HC $1.30.

This analysis of Northern de facto school segregation and racial imbalance reviews the legal issues and court decisions germane to various desegregation efforts. It is noted that although housing patterns may account for a large part of the racial imbalance in schools, gerrymandering of district boundaries plays a very significant role. School boards attempting to desegregate schools are faced with the issues of what the law requires and what it allows them to do about de facto segregation. According to several legal decisions, a school board must not act "arbitrarily" or unreasonably" in applying policies that use race as the determining factor in deciding to reorganize a school district. This criterion applies equally to plans for predominantly white schools as well as to Negro schools. In general, school officials use six basic plans to alleviate racial imbalance--rezoning, open enrollment, busing, controlled balance involving a specified racial percentage, site selection, and school reorganization. The most dramatic plans proposed are those involving changes in the fundamental structure of the school system. An example of such a plan is the "4-4-4" proposal, recommended in the Allen Report (New York State). Regardless of the plan used, however, newly integrated minority group children often need scholastic remediation and cultural enrichment. One such compensatory education program which this paper discusses is New York City's Higher Horizons Project. Pertinent legal cases are also reviewed.

8. Chattanooga Public Schools. Project for the inservice preparation of teachers for the desegregation of selected school faculties through the

implementation of team teaching. Technical progress report, April 1, 1967 through June 30, 1967. Tennessee: Chattanooga Public Schools, 1967. 54p. ED 024 737 MF $0.25 HC $2.80.

The 1967 project for staff desegregation through interracial team teaching, conducted in 16 schools in Chattanooga, Tennessee, used three methods of inservice training: workshops for teachers and principals before the opening of school, planning and evaluation sessions during the school year, and on-the-job training in daily sessions with resource teachers. Information about the project was widely disseminated throughout the area. The effectiveness of the faculty desegregation was evaluated in a 1-day workshop; it was found that "comfortable" interracial relations had developed among the teachers on the teams. The success of team teaching as an organizational design for instruction was assessed by means of questionnaires. Copies of these questionnaires, a summary of the participants' responses during the workshop, and an outline of a plan for staff desegregation are included in an appendix.

9. Coffin, Gregory C. Coping with racial imbalance. Paper presented at the 101st annual meeting of the American Association of School Administrators--Atlantic City, New Jersey, February 17, 1969. 12p. ED 028 504 MF $0.25 HC $0.70.

Little progress is being made in our attempt to cope with racial imbalance in the public schools. Perhaps we are not serious about solving the problem, because if we were, we would not have more children in segregated classrooms today than we had at the time of the 1954 Supreme Court decision. All too often it is the school administrator who is the major deterent to progress. School administrators must take the initiative in pressing for the removal of racial imbalance. Minority groups can tolerate being put off for just so long, and the black separatist movement is a direct result of our inaction. If we continue down the separatist track in education we will have two separate and unequal societies which will end up shooting at each other. This can be prevented if we want to prevent it. Steps in the solution must include having one curriculum for all children, promoting the concept of "black identity," and unraveling the warped and biased rules of society that really only fit the white middle class. School administrators must determine to cope with racial imbalance by having the courage to discharge the responsibility they have chosen. Children and society can not wait for their elders to overcome bigotry and prejudice.

10. Coffin, Gregory C. How Evanston, Illinois integrated all of its schools. Paper presented at the National Conference on Equal Educational

Opportunity in American Cities--Washington, D.C. November 16-18, 1967. 16p. ED 023 740 MF $0.25 HC $0.90.

Discussed are the methods used by Evanston's Board of Education to desegregate the entire school system. In 1964 the Board resolved to eliminate de facto segregation and a citizen's commission was appointed to develop a plan. Aided by computer experts, a redistribution of students was worked out which used the schools more efficiently while retaining some of the neighborhood schools concept. The racial balance of Negroes in any school ranged from 17 to 25 percent. One-way busing appeared to be a pragmatic, although perhaps unfair, way to desegregate. This device was instituted only after a well-prepared survey revealed that 92 percent of the Negro parents approved. Although housing patterns determine de facto segregation, nevertheless the schools have a responsibility to initiate change in their own province. It is also pointed out that protest activity by civil rights groups was an important spur to movement by the board. As of 1967, all schools are fully integrated physically. Now the community must work toward "psychological integration."

11. Cohrs, Ray M., and others. Detroit, Michigan--a study of barriers to equal educational opportunity in a large city. Report of an investigation. Washington, D.C.: National Education Association, March 1967. 114p. ED 011 705 MF $0.50 HC $5.80. (Also available from the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, as NEA Stock Number--165-04948 25M.

In March 1966, the Detroit Education Association requested that the National Commission on Professional Rights and Responsibilities of the National Education Association conduct a full-scale investigation of the alleged gross inequality of educational opportunities available to Detroit's youth. The commission discovered that the root of the problem lay in the structure and substance of the urban society itself. Since 1950, there has been a rapid movement of middle and upper-middle class whites to the suburbs and a large immigration of low-income Negroes into the center city. Businesses have moved to the suburbs, and the lowered tax base and property value have resulted in a lack of tax funds for the financing of center city education. In consequence, there is an insufficiency of classroom space and qualified teachers, excessively higher teacher turnover, communication failure between administration and teaching staff and between school system and economically dissadvantaged communities, de facto segregation, and an achievement gap between low-income area schools and middle- and upper-income area schools. The commission recommended development of the center city in the areas of (1) fiscal reform,

(2) teacher preparation, (3) urban planning, (4) de facto segregation, (5) higher education, and (6) public relations.

12. Commission on Civil Rights. Federal rights under school desegregation law. Washington, D.C.: Commission on Civil Rights, June 1966. 25p. ED 019 374 MF $0.25 HC $1.35.

This report provides answers to a variety of questions regarding Federal school desegregation policy under Title VI of the 1964 Civil Rights Act. It represents the "Revised Statement of Policies for School Desegregation Plans," which was issued in March 1966 by the U.S. Office of Education. The statement specifically describes the requirements for voluntary desegregation plans based on geographic attendance zones and freedom of choice.

13. Crain, Robert L., and others. School desegregation in New Orleans, a comparative study of the failure of social control. Illinois: National Opinion Research Center, University of Chicago, May 1966. 188p. ED 010 046 MF $0.75 HC $9.50.

The issue of school desegregation was studied as it occurred in seven southern cities of the United States, resulting from the 1954 "Brown" decision of the Supreme Court. These cities were Columbus, Jacksonville, New Orleans, Montgomery, Atlanta, Miami, and Baton Rouge. Case study data were gathered through interview responses and personal files of many individuals, including school board members, school administrators, public officials, and civil rights leaders. Primary emphasis was placed on a single case study, that of New Orleans. At the time this study took place, there was a breakdown in social control over the problem of school integration, bringing on intense conflicts involving street demonstrations, school boycotts, and disputes between the Louisiana State Legislature and the Federal courts. The main variable considered in the case studies about effective integration while maintaining social control was the degree of civic elite acquiescence: (1) Willingness to desegregate and (2) ability to maintain law and order during the period of integration. In addition, two other factors were considered: (1) The local school board and its decision making processes and (2) the civil rights movement with its demands and influences. All of this information was analyzed and some sociological conclusions were drawn, explaining ways in which different economic bases, populations, and governmental structures make cities different in their styles of decision making. The authors concluded that at the heart of conflicts over school desegregation are those who can control the degree of order or disorder in the social structure of a particular city.

14. Crain, Robert L. and others. School desegregation in the North, eight comparative case studies of community structure and policy making. Chicago: National Opinion Research Center, University of Chicago, April 1966. 344p. ED 010 045 MF $1.25 HC $17.30.

A preliminary, systematic picture (census) was developed of the status of school integregation in eight Northern cities of the United States in compliance with the 1954 "Brown" decision of the Supreme Court. The purpose of the project was to correct the distorted views of school integration status, resulting primarily from news media reports over a period of years. Principal study data were gathered through interview responses and the personal files of approximately 200 persons, including school board members, school administrators, public officials, newspapermen, and heads of civil rights groups. These data were used to develop a case study for each city considered, describing how the desegregation issue was raised, how it was debated, and how it was (or will be) resolved. Cities covered in this investigation were St. Louis, Lawndale, Bay City, Newark, Buffalo, Baltimore, San Francisco, and Pittsburgh. An overall review of the eight case studies was also made in order to develop a general picture of the typical integration decision, covering the demands of the civil rights movement, the responses of school boards and superintendents, and the reactions of the mass of white citizens. In three of the cities studied, school integration had been resolved, and demonstrations, if they ever occurred, were a thing of the past. Plans were being implemented in two others which showed promise of resolving the issue. In those remaining, work still needed to be done. No attempt was made in this study to recommend solutions for this latter group, as the project purpose was only to report facts and possible sociological explanations of these facts.

15. Dentler, Robert A. Barriers to Northern school desegregation. 1966. 21p. ED 012 729 MF $0.25 HC $1.15.

Unless the rate of integration in Northern schools in large cities accelerates, there will be extensive urban segregation until at least the mid-21st century. However, data from smaller cities show that there seem to be "uniform" conditions which favor desegregation--Negro protest action, stimulus from extralocal authority, and a less highly stratified religious or racial class structure. But the case history of "Little City" illustrates how the attitude structure of both races impedes integration. In the big cities, technical solutions to this problem can be based on rational pupil assignment, revised building plans which may involve pupil transportation, and educational parks. These solutions are available but are resisted. It is significant that not a single big city school superintendent has made an

emphatic commitment to desegregation, a position which would be exceedingly influential. Preservation of the "status quo" power structure is the major motivation for opposition to change and is related to political and educational bureaucratic interests. Change implies great political risks but will probably occur in most of the large Northern cities as a result of the fiscal pressures of maintaining ghetto schools and as superintendents begin to espouse racial balance.

16. Dentler, Robert A., and Elsbery, James. Big city school desegregation--trends and methods. Paper presented at the National Conference on Equal Educational Opportunity in America's Cities, sponsored by the U.S. Commission on Civil Rights, Washington, D.C., November 16-18, 1967. 20p. ED 016 718 MF $0.25 HC $1.10.

    The concerns of this speech are the extent of school segregation in the nation's 20 largest cities, the steps which have been and might be taken to desegregate their school systems, and the strategies necessary to effectively implement school desegregation plans. There is almost total residential segregation in 13 of these cities. Seventy percent of all Negro pupils in these cities attend schools which have a 90 to 100 percent Negro school population, and there are indications that school segregation continues to increase. In each of the cities there are between one and three limited remedies in operation, including such plans as free choice transfer, open enrollment, and changes in attendance zones, but few comprehensive remedies are in actual operation. Possible comprehensive solutions include (1) magnet schools, (2) educational complexes or clusters, which involve a pooling of teachers, services, and students within a geographically limited number of schools, (3) administrative decentralization, and (4) potential reaffirmation of existing neighborhood segregation. Educational parks offer a variety of benefits, but to be effective they must integrate students from urban and suburban districts and be financed under a Federal urban redevelopment program. The interdistrict, urban-suburban cooperation intrinsic to such a plan is one of the most feasible methods of school desegregation. To implement desegregation strategies, administrators must stress the educational benefits of desegregation for all citizens, and new Federal policies must legally require comprehensive efforts.

17. Dodson, Dan W., and others. High school racial confrontation, a study of the White Plains, New York, student boycott. Student unrest and changing student-staff relationshps in the White Plains Public Schools, September 1967 to December, 1968. Washington, D.C.: Institute for Services to Education; New York: White Plains Public Schools. February 4, 1969. 70p. ED 029 359 MF $0.50 HC $3.60.

This case study examines a racial confrontation in the high school of White Plains, New York. The study includes a chronology of the White Plains incident, a report of the community background, discussion of various hypotheses concerning the reasons for the incident (social class factors, youths testing new roles, and breakdown of authority), facts about the school, discussion of the ideological influences, an analysis of how the class boycott was handled, and a description of innovations resulting from the incident. Recommendations call for (1) making greater effort to have the curriculum represent all ethnic groups, (2) hiring more Negro staff, (3) approaching student government in new ways, (4) guarding against becoming rigid and formal in dealing with school tensions, (5) seeking more involvement of pupils and community in discipline, and (6) reexamining grouping practices.

18. Fantini, Mario D., and Weinstein, Gerald. Integration, mandate for educational change. Integrated Education, v. 2, n. 6, issue 12, (December 1964-January 1965), p. 31-37. ED 021 001 Not available from EDRS.

It is emphasized that educators must recognize that school desegregation is valuable only as the first step toward school integration. Although many schools and school systems have desegregated, few have integrated to any degree, and as an inevitable result have been rapidly resegregated. Within the framework of this analysis, the Northern urban school situation and the need for basic structural change in the educational system are discussed. Suggested are such specific changes as a diagnostic ungraded approach, team teaching and planning, programed instruction, grouping based on personality or stages in individual development, group guidance, and intergroup education.

19. Fischer, John H. Desegregating city schools. Paper presented at the School Administrators Conference, sponsored by the National Urban League and Teachers College of Columbia University--New York, June 17, 1966. 9p. ED 014 808 MF $0.25 HC $0.55.

The struggle for educational equality demands direct confrontation of the problem, determined and able leadership by school administrators, and coordination of community and agency support. The lack of first-rate schools in Negro communities and the psychological effect upon the individual attending a school where every pupil recognizes that his group is viewed as less able, successful, and acceptable emphasize the need for a more favorable balance of races in the schools. The purpose of school integration is not primarily to raise quantitative indices of Negro scholastic achieve-

ment, but rather to alter the character and quality of opportunities all children can enjoy, to provide them with equal incentives to succeed, and to foster a sense of intergroup acceptance. Creation of a public school system which will assure every pupil equal access to excellent instruction is a community task involving (1)imaginative, bold appraisal of what a well-staffed, well-supported, and well-integrated public school system would mean to the community; (2) projection of the role of other agencies; (3) estimation, adaptation, and scheduling of the resources required, and (4) willingness of all concerned to make and to meet commitments of policy, resources, and action.

20. Fischer, John H. Race and reconciliation--the role of the school. 1966. 23p. ED 012 728 MF $0.25 HC $1.25.

The schools offer the greatest promise for achieving racial integration in American society. Although it is wrong to argue that no Negro school is good unless white children are brought into it, the fact is that segregated schools do produce a negative self-image and low motivation. Corrective efforts to balance the school racially must not be colorblind and must be pursued energetically. Tests of imbalance should determine how the school is viewed by the community and whether a cross-section of the students in the school represents the proportion of the various racial groups in the school district. The most widely used scheme for integration is open enrollment, but pairing, rezoning, the educational complex, and the educational parkare other techniques. However, the neighborhood school idea is well entrenched, but it must be jettisoned because it is a major impediment to integration. The increasing social stratification of public schools is a serious social problem which has followed the growth of white suburbs. Because integration might be impossible or unfeasible in some areas, intensive efforts to improve segregated slum schools are needed. These measures should include remedial, enrichment, and compensatory programs.

21. Glazer, Nathan. School integration policies in Northern cities. The Urban School Crisis, (1966), 13p. ED 023 736 MF $0.25 HC $0.75.

It is pointed out that there is little expert research on the effects of de facto segregation in schools in the North and the West. Too often an oversimplified causal relationship is drawn which explains the educational gap between white and Negro students in de facto segregated schools. Other factors considered in analyzing educational status differences are quality of teaching, home and neighborhood influences, and the nature of the influence of biracial classes on

pupils of both races. A simple count of the concentration of Negroes in a given school becomes sufficient motivation for many parents to press for desegregation. The suggested integration methods of pairing, redistricting, busing, and new school locations can be effective measures, especially in small communities. Integrating the inner-core area schools of large cities, however, raises special problems which can be resolved in varying degrees by free choice transfer policies, opening special schools in ghetto areas for which white students would be recruited, and cooperation between public schools and prestigious universities, church groups, and private schools.

22. Hartford Public Schools. Equal educational opportunities in the cities, the report of the Hartford Conference (Connecticut, March 2-3, 1967). Connecticut: Hartford Public Schools. 54p. ED 019 353 MF $0.25 HC $2.80. (Also available from the Hartford Public Schools, 249 High Street, Hartford, Connecticut 06103.)

Presented in this conference report are highlights from position papers, speeches, and discussion groups. Complete integration rather than mere desegregation, and quality education for all were the major emphases of the conference. Position papers included (1) a report on Hartford, Connecticut's Project Concern, in which inner-city students are placed in suburban schools, (2) school integration in Berkeley, California, and Greenburgh, New York, and (3) a discussion of educational parks. The appendixes contain excerpts from the press coverage of the conference, a paper on the experimental aspects of Project Concern, and a list of selected readings about equal educational opportunity.

23. Hendrick, Irving G. The development of a school integration plan in Riverside, California: A history and perspective. Riverside: University of California; Riverside Unified School District, September 1968. 272p. ED 028 210 MF $1.25 HC $13.70.

A report on the history of school integration in Riverside, California, describes the city and traces the inception of a desegregation plan. Chapters discuss the developing consciousness of the need for improvement in minority group education, the confrontation in 1965 between school officials and minority group parents, and commitment of the school board and school administration to total integration, and the preparation and programs for integration. Also noted are the community relations and problems related to the desegregation of the schools. A final chapter is devoted to general perspective on school integration. There is an extensive bibliography specifically relevant to California.

24. Hoffman, James. The final report of the committee studying racial imbalance in the Grand Rapids public school system. Michigan: Grand Rapids City Board of Education, June 13, 1966. 20p. ED 019 356 MF $0.25 HC $1.10.

A committee was appointed by the Board of Education of Grand Rapids to investigate racial balance and educational quality in the public schools. Committee findings showed that racial imbalance existed and had increased since 1950. No significant differences were found in teacher quality in the different schools, but nonwhite teachers were assigned primarily to schools with a high percentage of nonwhite students. Differences in facilities did not seem to be a function of segregation, and the need for and availability of compensatory education were not limited to Negro students. The committee recommended that the Board of Education take a leadership role in promoting open housing, in publicizing the findings of the study and stating its responsibility for ending school segregation, and in advancing community efforts to implement the report. The board should initiate such organizational changes as interschool projects, rezoning, human relations units for all fifth-grade students, and open enrollment. In addition, compensatory education programs should be "developmental" instead of "remedial," pupil-teacher ratios should be lower, and free summer schools should be made available. Other recommendations involve instructional changes, improving the racial balance of school personnel, and parent involvement programs.

25. Jaquith, D. H. School integration in Syracuse, New York. Paper presented at the National Conference on Educational Opportunity in America's Cities, sponsored by the U.S. Commission on Civil Rights--Washington, D.C., November 16-18, 1967. 13p. ED 016 716 MF $0.25 HC $0.75.

Plans are underway to provide racial balance throughout the public school system of Syracuse, New York. Of the approximately 31,000 children enrolled in the schools, 18 percent are nonwhite. When after 3 years a well-run program of compensatory education failed to produce any measurable academic improvement among students at the three predominantly nonwhite schools, administrators began to bus small numbers of Negro pupils to high-achieving white schools. The 30 pupils who were bused made significant academic progress and, when interviewed, implied that it was the attitude and motivation of their white classmates which made them achieve more. Two of the three Negro schools were then closed and pupils bused to integrated schools. Compared with students in the remaining Negro school, the transported pupils doubled their advances in reading achievement. However, when in response to pressures from the Negro community

plans were formulated to cross-bus white pupils into this majority Negro school, the white community objected. Recently, a program of compulsory reassignment of certain Negro pupils to integrated schools has been begun. Also planned is an integrated "excel" school for gifted pupils. It is estimated that by September 1968, no Syracuse public school will be more than 50 percent Negro. Nevertheless, for this to happen there must be a "campus plan" of elementary school complexes and more effective school board leadership.

26. Johnson, Carroll F. Achieving racial balance--the White Plains story, a comprehensive report. School Management, v. 12, n. 1, (January 1968), 8p. ED 024 701 MF $0.25 HC $0.50.

The school superintendent describes the process of integration in the White Plains, New York, schools and reports on some findings of a before and after study of achievement. The racial balance plan, achieved by busing inner-city Negro children to formerly all-white schools, has not had an adverse effect on the academic achievement of white students, nor has it led to a white middle class exodus. The Negro students "tend" to achieve at a higher level. Most parents and teachers are willing to support the racial balance plan and teachers are learning to work out the problems involved in heterogeneous classrooms. School integration was helped by a generally favorable social climate, and especially by the active, positive stand of the school board and the female opinion and status leaders in the city. Community acceptance was also gained by the positions of the PTA, the newspaper, the city officials, and consultants. During the summer of 1964, school personnel were prepared for the advent of integration in September. It is felt that the Board erred by failing to actively involve the faculty in the preparation of plans to implement the resolution on racial balance.

27. Johnson, Carroll F. White Plains racial balance plan. Paper presented at the National Conference on Educational Opportunity in America's Cities, sponsored by the U.S. Commission on Civil Rights--Washington, D.C., November 16-18, 1967. 15p. ED 018 486 MF $0.25 HC $0.85.

In White Plains, New York, a suburban city with a public school enrollment of 8,700, 17 percent Negro, measures were taken to insure racial balance throughout the school system. In the past the city had initiated various temporary school desegregation actions, but by 1964 the necessity of a permanent solution had become apparent. Since at the high school level the city's students were already integrated in a single comprehensive school, and only minor efforts were required to integrate the city's three junior high schools, administra-

tors focused on desegregating the elementary schools. At this time one 67 percent Negro center-city elementary school was closed, and attendance areas were reestablished so that the other 10 elementary schools could receive the transferred pupils. Developed by the Board of Education, this plan was strongly supported by the school system's principals and supervisors, the citywide PTA council, and the White Plains Teachers Association. Preliminary evaluations indicate that the integrated white and Negro pupils are making satisfactory academic progress and that the Negro pupils are making the necessary peer group adjustments. Moreover, the majority of parents and teachers continue to voice their support. Nevertheless, the teachers have emphasized a need for adequate class size and supportive services, and parents have been somewhat anxious about their children's adjustment. The PTA has been worried about involving center-city Negro parents whose children attend outlying schools.

28. Johnson, Carroll F., and Usdan, Michael D. (Eds.). Equality of educational opportunity in the large cities of America: The relationship between decentralization and racial integration. New York: Teachers College, Columbia University, Ncvember 1968. 198p. ED 029 388 MF $1.00 HC $10.00. (Also available from Teachers College Press, Teachers College, Columbia University, New York, New York 10027, for $1.00.)

A 2-day institute examined the relationship between two central policy alternatives facing large-city school districts: decentralization and integration. Titles and authors of the 11 major addresses presented at the institute are as follows: (1) "Urban Schools: Issues in Responsiveness and Control," by John H. Fischer; (2) "Children Apart: Crisis and Conflict," by June Shagaloff; (3) "The Law, Race, and School Districting," by E. Edmund Reutter, Jr.; (4) "The Urban Coalition: Its Implications for School Systems," by James A. Kelly; (5) "Educational Priorities and the Handicap of Local Financing," by James E. Allen, Jr.; (6) "The Case for School Integration," by Thomas Pettigrew; (7) "The Increased Role of Federal and State Governments in Civil Rights Issues Affecting Education," by Stephen K. Bailey; (8) "Metropolitanism and the Issues of Social Integration and Administrative Decentralization in Large Cities," by Robert J. Havighurst; (9) "Some Perspectives on the Politics and Organization of Education," by Adolf A. Berle; (10) "Efforts to Desegregate and Decentralize the Administration of a Large City School System," by James F. Redmond; and (11) "Some Views on the Relationship between Decentralization and Racial Integration in Large City School Systems," by James Farmer.

29. Katz, Irwin. Problems and directions for research on public school desegregation. Paper presented at the Research Dissemination and Training Conference, held at Yeshiva University--New York City, June 26-30, 1967. New York: ERIC Clearinghouse on the Disadvantaged, Yeshiva University, 35p. ED 015 989 MF $0.25 HC $1.85.

This paper reviews research on public school desegregation and suggests directions for further studies. It notes that researchers should continue to investigate the factors which affect the pace of desegregation, such as the pressures of the Negro community and of the State and other agencies. For example, they should study the specific hostilities white parents feel toward desegregation since the attitudes of many Negroes is a response to these hostilities. Strategies for school desegregation, also candidates for further research, include educational parks, the merging of urban and suburban school districts, and the enlistment of support from influential private citizens. Current research on the effects of integration indicates that the educational background and aspirations of other students in a classroom positively influence a Negro student's achievement and his sense of control over his fate. Moreover, the extent and quality of the acceptance of the Negro student in the desegregated school, his vulnerability to stress, the race of the students with whom he is to be compared or with whom he compares himself, and the race of an experimenter or teacher also affect his achievement, and should continue to be studied. Specific research on the influence of teacher characteristics on the learning process might also be conducted.

30. Landers, Jacob. Improving ethnic distribution of New York City pupils. Brooklyn: New York City Board of Education, May 1966. 42p. ED 011 270 MF $0.25 HC $2.20.

The New York City Board of Education has instituted a number of programs to achieve ethnic balance in the public schools. However, the problems of racial integration, which result from housing, movement of white population, growth of nonpublic education, and the differential rate of ethnic change in the various boroughs, reflect a condition of the total "fabric" of society and, as such, are beyond the control of the board of education. Of the factors which influence racial integration in the schools--number and ethnic status of school-age children, number and ethnic status of those enrolled in the public schools, geographic distribution of the children in the city by ethnic groups, and administrative arrangements which determine placement in particular schools--it is only the last factor which can be controlled by the school system. The Board's specific administrative procedures to achieve integration are (1) new school zoning, (2) trans-

porting pupils to different schools, (3) the free choice-open enrollment plan, (4) the "reverse" open enrollment plan, (5) community zoning plans (Princeton Plan), (6) changed feeder patterns for junior high schools, (7) the alternative assignment plan, (8) various high school zoning and open admissions plans, (9) intermediate schools, (10) educational parks, and (11) various special plans of assistant superintendents.

31. Laporte, Robert, and others. The evolution of public educational policy--school desegregation in a Northern city. 1966. 22p. ED 016 689 MF $0.25 HC $1.20.

A medium-sized Northern city with a Negro population of about seven percent was embroiled in a dispute about de facto school segregation which was precipitated by boundary line revisions for an elementary school. Impelled by the pressures of civil rights groups, plans for racial balance had been developed and implemented--open enrollment, busing, and reassignments. A newly created community education committee played an important but ambiguous role in the controversy in that some people felt its function was advisory while others saw the committee as a negotiator and/or mediator. The most divisive issue of the controversy was the planned transfer of white pupils to Negro schools, which caused most white families to avoid integration by using the open enrollment policy. Thus open enrollment can either impede or encourage integration, which will not be achieved if white youngsters are sent to inadequate Negro slum schools. Scuh a policy is "educationally unsound" and "politically untenable." Closing slum schools and absorbing Negroes into better white middle-class schools is the best way to achieve integration. Such external factors as the State education commissioner's order to balance the schools and the emerging civil rights revolution seemed to have been important in the resolution of this local conflict. However, the involvement and participation of more community elements would have eased the situation and created greater support for integration plans.

32. Maslow, Will. Shall small school boards be color-blind or color conscious. 1962. Article published in the proceedings of the Invitational Conference on Northern School Desegregation--Progress and Problems, pp. 17-23. ED 014 513 MF $0.25 HC $0.45.

Various devices are used to segregate schools--gerrymandered districts, improper site selection, under- or overutilization of schools, transfer policies, and assignment of classes or grades to a particular school. But in areas with a high degree of minority group concentration and high birth rate, desegregation can be

difficult to achieve. An affirmative policy statement that desegregation is an educational responsibility and the taking of a racial census are primary steps that precede an attack on segregation. New York City has used three additional approaches--zoning based on integration, school site selection, and open enrollment. However, it is more important to concentrate on transferring pupils from overcrowded schools with double shifts to underutilized schools with full-time schedules. Additionally, open enrollment may be criticized for siphoning off the "best" parents and children and thus leaving the sending school with "poorer" human resources. It should also be recognized that the achievement level gap will not be eliminated by desegregation but requires massive special programs.

33. McWilliams, Dorothy. How can racially balanced education be implemented? Paper prepared for Social Foundation of Education and distributed at Professional Education Seminar, University of Northern Iowa, Cedar Falls, November 1968. 7p. ED 024 639 MF $0.25 HC $0.45.

    De facto segregation in schools deprives children of certain minority groups of true equality of opportunity. Those people who propose doing nothing about integration are simply making excuses for avoiding change. The Educational Policies Commission of the National Education Association has set up five principles which may be used as guidelines in eliminating de facto school segregation. Plans for accomplishing school integration which have been either tried or suggested include busing Negro students to predominantly white schools, busing all students to schools outside their neighborhoods, establishing open enrollment, making use of school assignment, reorganizing grade groupings (the Princeton Plan), and creating educational parks.

34. Myers, Albert E. Factors relating to the acceptance of Negro children in a bussing integration program. Paper based on a talk given at the meeting of the American Educational Research Association, 1968. 21p. ED 021 925 MF $0.25 HC $1.15.

    Presenting highlights of several projects, this paper reports on research which assessed the total reaction of a community to a busing program. The program is analyzed as an educational innovation rather than as a school integration method. The plan involved transporting volunteer Negro children in overcrowded schools to white underutilized schools. It is concluded that sensitivity is needed in each busing situation, which should be preceded by much planning and "in-house" education. Also, programs for Negroes

should be supported and initiated by them. There should be flexibility about the percentage of nonlocal children bused into a school, depending upon what kind of school "image" is desired. The principal is probably the most vital force in implementing such a program, and if he is antagonistic, he should be either replaced or there should be no program in his school. Moreover, educational programs should help the Negro to achieve his own social and intellectual goals.

35. New York City Board of Education. Evaluation of the community zoning program. Summary report. Brooklyn: New York City Board of Education, September 1936. 69p. ED 018 478 MF $0.50 HC $3.55.

Various aspects of a New York City community zoning plan (CZP) are evaluated in this report. Initiated in 1964, the plan was designed to improve the ethnic balance in the schools by pairing selected elementary schools to create single attendance zones. Students in the lower grades attended one school while those in the upper grades attended the other. Class sizes were reduced, additional teaching staff hired, and the number of school aides increased. Statistical data are presented on students' achievement in reading and arithmetic, school attendance and racial enrollment, and per pupil expenditures. Curriculum practices and materials and changes in students' behavior, including their interracial relationships, are also reported, and the reactions of teachers and community zoning administrators to the plan are assessed. In general, the administrators reported that many advantages resulted from the plan and that ethnic balance in the rezoned schools had improved. However, teacher reaction to the program was mixed. On standardized tests students frequently exceeded the expected gains. Among the recommendations made by school administrators are suggestions for the appointment of more experienced teachers, longer preparation in the community before the pairing of schools, and the integration of the CZP into the More Effective Schools program.

36. O'Brien, Richard J. A model for the determination of school attendance areas under specified objectives and constraints. Washington, D.C.: National Center for Educational Statistics, January 22, 1968. 17p. ED 018 859 MF $0.25 HC $0.95.

This technical note, one of a series published on the Urban Education Model, presents a model for determining required school attendance areas when restrictions have been placed on the racial and/or social composition of each school plant. These attendance areas are generated in a manner insuring the assignment of students which minimizes the total "distance" traveled by all students. The methodology allows

for systematic study of the relationship among school location decisions, racial and social compositions of schools, and objectives such as the minimization of total student travel time. Inputs required to conduct such analysis include the existing distribution of school plants, the location of proposed plants, and the geographic distribution of students defined by their racial, social, and age characteristics. The analysis consists of (1) the definition of the proposed and existing school plant(s) by location, age group, and capacity, (2) data that define the student population cross-classified according to areal unit, racial group, social class, and age group, (3) proportions of racial and social mixes for the individual school plants, (4) an objective function such as minimizing the total distance traveled by all students, and (5) solving the model to yield the assignment of students to schools.

37. Public Affairs Research Council of Louisiana, Inc. Improving quality during school desegregation. Baton Rouge: Public Affairs Council of Louisiana, Inc., February 1969. 127p. ED 029 363 MF $0.50. HC $6.45. (Also available from Public Affairs Research Council of Louisiana, Inc., P. O. Box 3118, Baton Rouge, Louisiana 70821, for $2.00.)

    The requirement that public schools desegregate presents many problems for the school districts of Louisiana and other States, but also offers opportunities for improving educational quality for all students, regardless of race. Recent court decisions and civil rights legislation leave no doubt that the present minimal desegregation efforts of Louisiana's schools are inadequate and must be greatly improved in the immediate future. This legal impetus for rapid desegregation is buttressed by research findings which indicate a comparatively low degree of educational attainment among both white and Negro citizens of Louisiana. School officials need to carefully evaluate the probable effectiveness of all methods available for achievement of desegregation (busing, educational parks, school pairing, etc.). If the overall quality of Louisiana's schools is to improve, additional improvements must be sought in such areas as teacher preparation, recruitment, and evaluation; instructional programs; organization for instruction; and school facilities. Thirty-one recommendations are made for bolstering the educational program of the State.

38. Rose, Arnold. De facto school segregation. New York: National Conference of Christians and Jews, May 1964. 35p. ED 011 258 MF $0.25 HC $1.85. (Also available from the National Conference of Christians and Jews, 43 West 57th Street, New York, New York 19, for $0.75.)

A wide range of issues involved in de facto school segregation are discussed in this monograph. A section on the background and nature of the problem deals with the history of segregation laws, restrictive covenants, residential segregation, and the manipulation of pupil transfers as avoidance maneuvers. Another section discusses the social-psychological ills of segregation, the techniques of token desegregation in the South, and various reasons for white Northern resistance to desegregation. Some court cases involving de facto segregation are detailed and interpreted in a third section. A fourth describes various methods of abolishing de facto school segregation where there is residential segregation--division by grades (Princeton Plan), rezoning school boundaries and school relocation, and voluntary and compulsory transfers. The final chapter deals with efforts to eliminate de facto segregation, through boycotts and protests, school board policies, State laws against racially unbalanced schools, and compensatory and enrichment programs. The author concludes that despite the variety of manipulations used to achieve school desegregation the ultimate solution depends upon residential desegregation, which is at the heart of the national segregation problem.

39. Saint Louis Public Schools. The status of integration in the St. Louis public schools during the 1966-67 school year--a factual report to the Board of Education. Missouri: Saint Louis Public Schools, June 1967. 77p. ED 016 017 MF $0.50 HC $3.95.

This report describes the status of quality integrated education in the St. Louis, Missouri, public schools. The integration activities which are specifically discussed are: (1) Bus transportation to relieve overcrowding in the schools, (2) racial integration of professional and nonprofessional school staff, (3) a program for training apprentice teachers, (4) operation of an integrated demonstration school, (5) preservice teacher training in preparation for service in integrated schools, (6) inservice training of instructional personnel, (7) a permissive transfer policy at the elementary school level, (8) curriculum planning and textbook selection which will foster positive multiethnic concepts and attitudes, (9) a racially integrated program of cocurricular activities, (10) provision of adequate building facilities and quality education especially in disadvantaged and overcrowded neighborhoods, (11) determination of school district boundaries so that racial integration will be promoted, and (12) compensatory education programs. The statistical information in the report describes the racial composition of the professional personnel and student populations in individual schools and within the school system as a whole.

40. Schafer, Ronald, (Comp.). Report of the Educational Park Advisory Committee to the Metropolitan Education Subcommittee of the Joint Committee on Education. Olympia: Washington State Legislature, August 1968. 26p. ED 028 543 MF $0.25 HC $1.40. (Also available from Metropolitan Education Subcommittee Office, 3913-D 15th Avenue, N.E., Seattle, Washington 98105.)

An educational park, providing equal educational opportunities for students of both minority and majority groups, is proposed as a solution to the problems of race and socioeconomic deprivation in the Seattle metropolitan area. Positive features of the educational park include its provision for quality education through adaptation, innovation. attraction, and comprehensiveness and its contribution to the elimination of de facto segregation by virtue of its large size and internal decentralization. A model is described to illustrate the workability of the educational park concept in the Seattle metropolitan area. Four recommendations are made for State legislative action--relating State responsibility to local district responsibility in a metropolitan approach to educational planning--and a tentative legislative proposal in 14 sections is outlined to implement the advisory committee's recommendations.

41. Schwartz, E. Terry. An evaluation of the transitional middle school in New York City. New York: Center for Urban Education, August 31, 1966. 55p. ED 011 020 MF $0.25 HC $2.85.

Professional observer teams assessed the extent of integration, achievement, pupil-staff and peer relationships, and student self-image perception in seven middle schools. As part of the plan to establish middle schools (instituted in a systemwide 4-4-4 grade distribution) to promote integration and quality education, specific junior high schools had been selected to receive the new 6th grade. The observers found that five of these seven schools were highly segregated and none fully integrated. However, schoolmates freely crossed racial and ethnic lines for a variety of nonacademic activities. Recognizing that the testing instruments were unreliable, the observers still felt that no significant academic improvements came about under the new scheme, and the staff generally thought that the structure and curriculum impeded achievement. Teachers were not well prepared for the transition and many reacted negatively to the change. Recommended are: (1) Better choices of future middle schools to insure full integration, (2) interracial inservice programs for principals and staffs to foster understanding, (3) the development of suitable curriculum, administrative procedures, parent-school cooperation, and a single standardized evaluative

measure of pupil progress. Appended are data evaluation material, tables, and the forms used in the study.

42. Sinclair, Ward. Trigg county tried "pairing," and it worked. Southern Education Report, v. 3, n. 2, (September 1967), 3p. ED 021 916 MF $0.25 HC $0.25.

The school system in Trigg County, Kentucky, is one of the most thoroughly desegregated in the State because of a successful school pairing plan. Combining the attendance zones of Negro and white schools enabled the establishment of biracial schools with students divided by grade into different school buildings. A pairing plan it was felt, would overcome de facto segregation. The 12 Negro teachers in the system retained their jobs and were placed in biracial classes. The smooth desegregation of the high school was helped by the transfer of top Negro athletes from the closed Negro high school. Appropriate curriculum changes, including the addition of reading programs, have been implemented in the desegregated schools. Under the determined leadership of the school superintendent and the school board, the integration process was accomplished without incident. In five other Kentucky counties the schools have been desegregated through pairing.

43. Terkel, Studs. Two superintendents discuss integration--interview. Integrated Education, v. 5, n. 4, issue 28, (August-September 1967). 14p. ED 020 222 MF $0.25 HC $0.80.

This interview with two school superintendents ranges over a number of episodes, plans, efforts by individuals and communities, and programs for bringing about school integration. Much of the material is concerned with Prince Edward County, Virginia, Berkeley, California, and Chicago and its surrounding areas.

44. Usdan, Michael D. Research seminar on racial and other issues affecting school and administration in the great cities of America. Evanston, Illinois: Northwestern University, 1966. 219p. ED 010 022 MF $1.00 HC $11.05.

Racial strife, population mobility, chronic unemployment, urban decay, and other current issues which affect the educational processes of large cities were delineated in a seminar to provide workable proposals, greater communication, and understanding among school administrators who must deal with these problems in their day-by-day operations. Among the participants in the seminar were school administrators, representatives from institutions of higher education, and members from other educational agencies and organizations. A

two-dimensional classification scheme was developed for all research proposals. The first dimension signifies the levels within a school organization with which a particular research program might deal (i.e., technical, managerial, and institutional). The second summarized the categories of research, research and development, and development as means to orient and direct a research program. It was noted that participating school administrators tended to emphasize developmental proposals at a lower administrative level than did the university people who most often preferred research proposals. Both groups expressed interest in a variety of problems, but differences in approach remained largely unresolved. The most important contribution of the seminar was believed to be a firm realization of the need for increased dialogue and communication between the researchers and administrators.

45. Vail, Edward O. (Ed.). Administrator's in-depth seminars in problems of desegregation as they relate to large city schools. Summaries of seminar discussions. California: Los Angeles City Schools. 1967. 101p. ED 025 547 MF $0.50 HC $5.15.

A series of seminars for Los Angeles school superintendents was held in 1967 and was addressed by various experts. The purpose of the project was to seek possible solutions to problems of desegregated large-city schools. Summarized are the following discussion sessions: (1) Robert J. Havighurst, "The Integration Crisis"; (2) Julian Samora, "The Spanish Speaking People in the United States"; (3) Gordon Klopf, "Developing School Staffs"; (4) Ernesto Galarza, "Schools Faced with Multiplicity of Leadership"; and (5) James Farmer, "School Administration in the Negro Ghetto."

46. Walsh, William F. Equal educational opportunities for Syracuse. Statement made at the National Conference on Equal Educational Opportunity in America's Cities, sponsored by the U.S. Commission on Civil Rights--Washington, D.C., November 16-18, 1967. 6p. ED 015 987 MF $0.25 HC $0.40.

The mayor of Syracuse, New York, states his reasons for supporting the proposed campus school plan for elementary schools, a campus facility or educational park to replace several outdated neighborhood schools. The mayor supports the plan because (1) racial balance will improve, (2) the city's tax base will be protected because city-owned sites on the periphery will be selected for the campus, and (3) "excellent" facilities can be provided without unnecessary duplication. He also anticipates that suburbanites might return to the city if there are quality schools and services, especially now when suburban taxes are rising. He emphasizes that Federal aid to cities is urgently

needed for educational improvement and that the most efficient way to use such monies is by channeling it into urban operating budgets rather than through the model cities approach.

SUBJECT INDEX

Academic Achievement, 25, 29, 37

Activism, 17

Administrator Attitudes, 34

Administrator Role, 9

Board of Education Policy, 25, 32

Board of Education Role, 10, 24, 43

Bus Transportation, 25, 34

Case Studies (Education), 13, 14

City Government, 13

City Officials, 13

City Problems, 11, 14

Community Control, 28

Community Problems, 31

Community Support, 19

Current Events, 44

County School Systems, 42

Court Litigation, 7

Decentralization, 28

Defacto Segregation, 7, 10, 31, 32, 38, 40

Disadvantaged Youth, 40

Educational Change, 18

Educational Finance, 11

Educational Improvement, 46

Educational Opportunities, 2, 22, 37

Educational Parks, 2, 4, 40, 46

Educational Planning, 4

Educational Policy, 36, 39

Educational Quality, 22, 24, 41

Elementary Education, 2

Elementary Schools, 27, 35

Equal Education, 4, 6, 11, 19, 28, 33, 37

Evaluation, 41

Faculty Integration, 3

Federal Government, 12

High School Students, 17

Inservice Programs, 8

Integration Effects, 29, 34

Integration Methods, 1, 3, 5, 8, 10, 16, 26, 29, 30, 32, 37, 38, 42, 43

Integration Plans, 5, 12, 16, 21, 23, 27, 33, 39

Integration (Racial), 13, 14

Integration Studies, 22, 29

Middle Schools, 41

Minority Group Children, 33

Negro Students, 34

Negro Youth, 33

Negroes, 15, 20

Northern Schools, 7, 14, 15, 18, 21

Policy, 12

Program Evaluation, 8, 35

Public Schools, 9, 10, 24, 30

Racial Attitudes, 6

Racial Balance, 7, 9, 20, 24, 25, 27, 31

Racial Composition, 36, 39

Racial Distribution, 30

Racial Factors, 17

Racial Integration, 6, 9, 11, 15, 40, 41

Racially Balanced Schools, 2, 19, 35, 46

School Administration, 44

School Boycott, 17

School Integration, 1, 4, 5, 9, 10, 12, 13, 14, 15, 16, 18, 19, 20, 23, 25, 26, 27, 28, 29, 32, 33, 34, 37, 39, 42, 43, 45

School Location, 36

School Redistricting, 42

School Responsibility, 1

School Segregation, 21, 38

School Superintendents, 3, 45

School Zoning, 35

Schools, 20

Seminars, 44, 45

Socioeconomic Influences, 44

Southern Schools, 3, 13

Statistical Data, 35, 39

Student School Relationship, 17

Student Transportation, 36

Suburbs, 27

Teacher Integration, 8

Team Teaching, 8

Transfer Programs, 22

Urban Areas, 16, 21

Urban Education, 4, 11, 22, 40

Urban Schools, 5, 15, 18, 19, 23, 28, 31, 36, 44, 45